The "Three C's"

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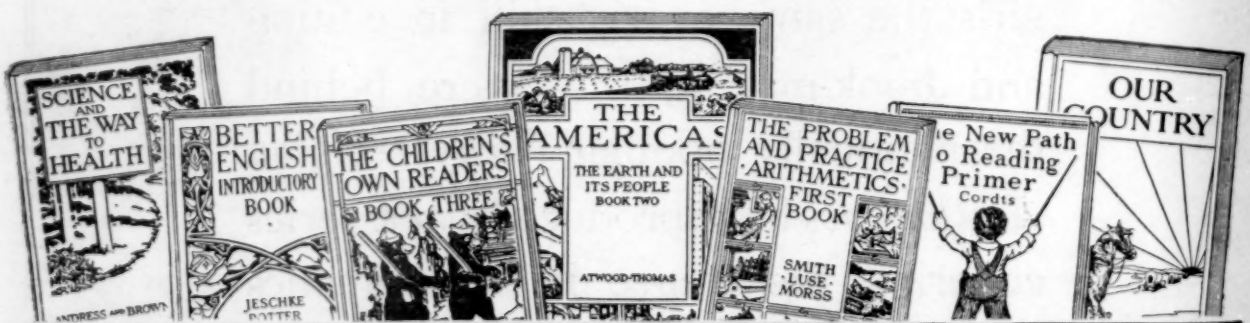

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JOURNAL of EDUCATION

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EDITORIALS

Weeds in Human Nature

THERE are several weeds that have gum that has elastic possibilities. This means that the atomic condition of these weeds is the same as in the latex-producing trees.

The only difference is in the arrangement of the atoms. The X-ray reveals the atoms, but it does not re-arrange them. That is all.

Now Thomas A. Edison believes that he can so arrange these atoms in the gum of weeds as to conserve the elasticity and develop strength and resistance to wear and tear of a tire.

Much as we desire his success we are infinitely more interested in the fact that there is already a wonderful achievement in the creation of elasticity, strength and resistance to wear and tear of boys; who, like weeds, naturally have the wrong atomic arrangement of disposition, emotion, and social affiliations.

Automobiles make an immense demand for the elasticity, strength and resistance to wear and tear of rubber.

These same automobiles make as great a demand upon human nature as upon nature. It is equally important that weeds in human nature have right atomic arrangement.

Cook County's Latest

EDWARD J. TOBIN, superintendent of Cook County, Illinois, makes a distinction between school problems and home school problems of higher significance than we have ever known to be made theoretically or practically before, and it promises to be of greater educational benefit than anything of which we have ever known.

School problems are more or less traditional, with respectful courtesy to the professional curriculum. In modern plans school problems give attention to subject achievement, to mental attainment and behavior, social and traditional. They are measurable professionally and create an interesting and important academic world.

The high significance in these school problems is the fact that they are gauged by groups of grades in all attainments instead of a study of inclination.

For example: The aim of the work before children have learned to read is primarily to discover the natural interests of children as developed by the pictures in which they are interested, the tools and interests to which they are exposed, and the "plays" which they seek to dramatize. This suggests that the most important approach to

school problems is to know the nature of problems to be solved.

The first real school problems deal with ability to think in language, in number, in direction, in distance, in relations, etc.

There is slight range for opportunity for individual attention in the ordinary school system, and Mr. Tobin does not specialize within groups to a great extent in school problems in the first three grades. He is content to have children read, write, appreciate the use of number, and otherwise meet the standards of the recognized course of study.

The home school problems are utilized to the limit from the second grade to the eighth.

Mr. Tobin insists that school problems must function with home school problems as naturally as a child's life indoors and out-of-doors fits into each other, and he has provided for this more scientifically, philosophically and psychologically than it has ever been done professionally, academically, vocationally, or recreationally, and yet it is so simply and naturally accomplished that it can be done anywhere by anyone.

James L. Hughes of Toronto

FEW men have meant as much to as many friends as has James L. Hughes of Toronto. We have known no one who has never lived in "the States" who has been as influential here educationally as he has been for half a century, and certainly no Canadian has made as many friends, young and old, as has Dr. Hughes through his fine books of verse. It is a genuine service which he is rendering in having three hundred of the choicest of his poems in a new volume, "Life's Glories," The Stratford Company, Boston.

Little, Brown and Company, Boston, have awarded Ulrich B. Phillips, University of Michigan, twenty-five hundred dollars for the manuscript of a book on American history.

Cooper in Massachusetts

COMMISSIONER William John Cooper was with the Massachusetts superintendents at their convention April 15-16-17, and made three addresses. His subjects were "Responsibility of the Superintendent for an Educational Program," "What Shall Become of the Rural School?" and "The School Supervisor."

There were twenty other speakers on live subjects. Ten of these were superintendents of Massachusetts. Three were members of city boards of education; four were from State Teachers Colleges of Massachusetts.

Dr. Frank W. Wright, acting state commissioner of education since October 1, organized the program, and Superintendent William H. Perry, of Leominster, president of the Association, presided.

Southern Summer Schools

AS USUAL the University Summer Schools in section where the National Education Association meets will welcome as students at the close of the meeting of the N. E. A. those who would like to study for credits.

The State University of Georgia at Athens, of Florida at Gainesville, Georgia Institute of Technology, and Emory College at Atlanta have attractive programs.

The State University, J. S. Stewart, Athens, director, has as attractive a combination of courses as can be found anywhere in the United States. The University has credit-earning courses in all departments, specializing in education. The State Teachers College with attractive courses is allied with the University Summer School, and the Agricultural College course is one of the best in the United States.

The Boy Scouts Foundation of Minneapolis has received $200,000 from the estate of Charles D. Valie. Good example for other millionaires.

Mother's First Book

CORA WILSON STEWART has met a great need of the day in her "Mother's First Book," a first reader for home women, which is delightfully illustrated by Winifred Bramball.

This book is so skilfully adapted to the interest of women who have never read and cannot write, that they can easily do both within a few weeks, almost in a few days if any one will devote a few minutes for a few days to the starting of them.

It starts so easily that the picture almost tells what the words say, but in twenty pages the reader is really learning something as well as learning to read, but in twenty lessons more the reader is interested in learning how to live and do things at home, in buying things, helping to make a good neighborhood, and in twenty pages more she is reading five hundred different words.

There is nothing childish about the book, except the first few pages, which are so skilfully childish that a woman who has never read really sees how foolish it is that she has not read.

The book can be had free for any woman who cannot read by applying to Mrs. Stewart, American Red Cross Building, Washington, D.C.

Belding's Page

EQUIPMENT

A PUBLIC which has a marvelous memory for "good old days" that never were is sometimes troubled over mounting costs of schoolhouses and all the equipment that goes with them. Part, at least, of that equipment is demanded because of the vastly greater complexity of modern living and the enlarged enrollments.

The telephone, for one thing, has become so much a part of the everyday life of the people that they expect the schools to have telephones, so that they can call up Bill and Doris to tell them to bring home a can of succotash, or what not. The same taxpayers who complain the most about extravagances may be the first to kick if the school their child attends is not provided with certain up-to-date contrivances that other schools have.

To mention one of the latest types of installation, there's the "public address" system, an outgrowth of radio, whereby a principal's office is in direct communication with any or all the rooms at will. To most building committees it probably seems a needless luxury, a frill. But a number of schools which have such apparatus are demonstrating improved efficiency. A story is told of one building into which the pupils came on the scheduled day of opening, to find that the finishing touches had not been put on by the contractor. For one thing, the rooms had not been numbered. The pupils were badly mixed among the twenty-odd rooms, and the job of unmixing them seemed hopeless. "Public address" facilities had been provided and were waiting to be used. The principal stepped to his transmitter, and called "Attention!" His voice rang out in every room. One at a time, he told each group where to find its teacher, and in twenty minutes the mess had been sorted out.

Think of the time that is wasted in carrying a message around to every room in a large school, or in phoning it to each teacher. Things run more smoothly where a principal can "broadcast" to all the pupils.

Today's frills will be tomorrow's necessaries.

TEACHERS OF HEALTH

AS MEDICAL science advances, the function of the physician changes. He becomes less the rescuer of the sick and dying, and more the preventer of disease. All thoughtful physicians recognize this trend, and realize that to some extent they are working themselves out of jobs.

The profession of medicine is changing to that of education.

How medical men will be compensated in the future is one of the unsolved problems. Even today the question of proper medical attendance for all who need it is vexatious. Standardized fees tend to climb, and in many localities are so high as to be burdensome to the majority of families. The result is that many honest folk neglect to call a doctor when they need one.

School physicians have excellent opportunities to teach the laws of health and the rudiments of diagnosis. Some knowledge of symptoms is needed by every one, as a basis of deciding when to call a doctor and when not.

School doctors and school nurses are rather new adjuncts to the system of public instruction. They still regard themselves as trouble-seekers rather than teachers, which they really should be.

Eventually the word "doctor," as applied to medical graduates, ought to win back its original meaning of "teacher."

HORRIFIC YOUTH

IN NORTHAMPTON, Mass., two centuries ago, the disturbances of youth became so alarming to the citizens that a town meeting was called, and a vote passed providing for special police to suppress this youth and to protect the town from its depredations.

The conduct of youth in all ages has shocked mature people whose memories could not recall their own manners of earlier years or who, if they did recall them, overlooked the fact that they had survived and outgrown them.

It is the business of educators to worry about youth, but to worry in practical, constructive ways; not to nag or fret young people, least of all to despair of them; but to have faith in the inner substance which youth conceals.

It is funny, is it not, to look at the youth of today and to think that it will grow up to be scandalized by the youth of tomorrow? Well, it's a safe prediction that this is going to happen.

"FAGIN" COLLEGE

A UNIVERSITY of crime has been discovered in Paris. Conducted by a thief known to the police of many countries, the institution undertakes to qualify apt persons for the art of living off the toil and wealth of other people.

The United States has had and still has its quota of "Fagin" colleges—in the shape of diploma mills and schools in which the title to practice law or medicine can be had for money. Even a preparatory school that crams too cleverly for entrance tests may verge upon the Fagin idea.

Anson W. Belding

Associate Editor.

The "Three C's"

By GEORGE C. FRANCIS
Superintendent, Chelsea, Mass.

THE Evening School belongs to the public, and its efficiency depends upon the vitality and interests of the people of our city. Throughout our country evening schools have grown tremendously; thousands of working people, both young and old, plod their way to the school buildings after their working hours. During this past year it was said by a prominent educator that all America is going to school.

About one quarter of the population of the country, or over 250,000,000 boys and girls, are now attending the public schools of our country. Add to this number about 1,000,000 college students and about 3,000,000 who study with correspondence schools.

Then consider the evening schools with adults and young people and also private schools, which would total over another 1,000,000. One can readily see from these figures that I have given you that a large portion of America's population is going to school; over thirty million people going to school.

That is the reason why education has cost more in recent years, because more are taking advantage of it, but yet the cost is very low.

The incomes of all the people of the United States last year were about $85,000,000,000—15 per cent. of this was saved and the rest was spent. About 3 per cent. or 2½ billions was spent for education. You may think that this was a large amount, but eight times this amount was spent on waste, accidents and luxuries; while nearly two times this amount was spent on crime. Other countries spend more for education in proportion than the United States does.

In Netherlands the largest expenditure is for education.

In Norway the second largest expenditure is for education.

In Sweden the second largest expenditure is for education.

In France, Italy, Denmark, the third largest expenditure is for education.

The United States is a wealthy nation; probably the wealthiest in the world.

We now possess over 82% of the automobiles.
52% " " telephones.
33% " " railroads.
71% " " petroleum.
60% " " pig iron.
59% " " copper.
52% " " lumber.
52% " " cotton.

People are accumulating vast sums of money. We must educate our people to spend more on education and recreation; so that every one who desires an education may have it according to his ability, for America is well able to pay more.

Thus far, I have laid certain facts and statistics before you simply to show that education is a national problem; it is a state problem and a local problem, and will continue to be a great problem until there is complete literacy. By education I do not mean the mere accumulation of facts or knowledge. We must not confuse knowledge and education. I have seen many people who possessed unlimited knowledge and facts but whose education was sadly lacking in the three C's which I wish to mention. The late ex-President Eliot of Harvard once said that the purpose of education is to make a life; not to make a living. Education today aims for complete living.

The first C that I wish to speak of is Culture. No one can become completely educated without culture. Webster says that culture is the act of improving or developing oneself by education. Culture is enlightenment acquired through mental training. In brief, culture is refinement. Culture means more than the acquiring of knowledge; it means the application of knowledge not only to improve oneself, but to improve others morally as well as physically and mentally.

The standard of living of a people will rise no higher than its cultural ideals. Culture is that training which helps us to understand human nature from all viewpoints; in school; out of school; in industry; in the home; in society and, in fact, in life as a whole. If we have not culture we cannot give the best to society. The higher respect we have for other people's rights, the higher our cultural value. Culture helps us to see and understand the needs of others.

Not long ago, a ruler of a distant country, who had three sons, called them to his throne, and made known to them that soon one of them would have to assume the responsibility of the kingdom. In order that he might receive some assistance in choosing one of his sons to succeed him, he told them that they must climb yonder distant mountain to the top and bring back some token or thought to prove that they had done so. Several days later the oldest son returned and told the king that he had climbed the mountain and brought back a twig of a pine tree which the father knew grew half-way up the mountain. This did not please the king, because he realized that the oldest son did not reach the top of the mountain.

Soon the second son appeared with a flower which he had plucked from amongst the rocks close to the top of the mountain, but this did not

satisfy the king, because he knew that while this son had made a greater effort than the first, yet he did not reach the top.

A few days later the third son returned, and said: "Father, I have no token of any kind, because the top of the mountain was bare, but when I reached the top I saw a sight that thrilled me. I saw the cities on the other side; the activity of industry and the needs of thousands of people." The king realized that this son had caught the vision, that through his own effort he reached the lofty height and visualized the needs of humanity, and he chose him as his successor.

Education should help us to understand human nature, because culture is the highest achievement of the human race. It is the ideal of a democracy. It is what Lincoln meant when he spoke of the government of the people, by the people, and for the people. It is what our forefathers meant when they inscribed into our constitution—to establish justice, promote the general welfare and to secure the blessings of liberty to ourselves and our posterity. Education should help us to develop culture.

The next C is Character. A person who has good character is one who acts right at all times. Character is *moral excellence*. Good character comes from within, not from without. It is right action through feeling. There are children who act right only when their parents or teachers are near, but that is not character. There are men who act right only when near the police, but that is not proof of character. If a person does right only because he fears somebody or something, or because he is forced to do right, he has not a strong character. Real character means right action through feeling. If we feel within us that we must act properly, honestly and co-operatively at all times, then we have good character. Education should develop good character or it is incomplete.

Undoubtedly you have read Hawthorne's story of the Great Stone Face, wherein one of the characters was a boy named Ernest, who lived near the mountain on which was shaped by nature the Great Stone Face. Ernest's mother told him that some day a man would be born in the village whose face would resemble that of the Great Stone Face.

Ernest looked at that distant face every day of his life. He longed for the time when he should see in the flesh a face as benign, as kind, as wise. Not once did he doubt the truth of the legend. He was sure that some day the great man would come. You remember, if you have read the story, how many times he was disappointed. He liked to think that Mr. Gathergold, General Blood-and-Thunder, and the Poet might be his long-looked-for hero, but each time he was disappointed.

However, no matter how many disappointments he had, he held to his faith, went about his daily duties with calm cheerfulness, played the part of a helpful neighbor, gave advice to those who asked for it, and won the love and respect of all. It was only natural that one evening near the end of his life, as he was speaking to a group of neighbors, and his face was lighted by the setting sun, the Poet should point at him, and exclaim: "Look! Ernest himself resembles the Great Stone Face."

This story appeals because of the fundamental truth it contains. We all tend to grow like that which we love. If we love love, if we love friendliness, if we love helpfulness, if we love beauty, if we love health, if we love to create joy, if we love usefulness and are not self-seekers, the spirit which expresses itself in love and helpfulness and beauty will enter into us and abide there.

We become what we love.

Character is what we are. Education should develop good character.

The next C is Citizenship. I like to think of citizenship as another name for service. Education should teach one how best to serve one's city, state, or nation. President Hoover's teacher said that she never thought that he was a bright boy. Perhaps he was brighter than he appeared. Tests of knowledge and recitations do not always indicate the real ability of students. This same thing was said of Coolidge, of Sumner, of Lindbergh, and others, but yet we consider them the greatest of citizens.

America owes all of her progress, her wealth and her greatness to many different groups of people.

Quite often it has been said that the alphabet came from Egypt; that religion came from the Hebrews; that culture and art came from the Greeks; that law came from the Romans; and government from the British Empire. Whatever truth there is in this statement, this we do know, that at the present time America cannot succeed without the co-operation of about thirty different nationalities, and I believe that one of the greatest problems facing education at the present time is the development of right citizenship. To teach people to work together; to live together for the sake of a great democracy.

To illustrate this point: History tells us that Robert Morris was a man who during the Revolutionary War assisted Washington many times in hours of need, especially at Valley Forge, when the soldiers were starving, and had almost no clothing or shoes to keep them warm. Robert Morris collected money from the people, and in this way was of great help to Washington and his soldiers, but no mention is made of the man, Haym Salomon by name, who assisted Robert Morris. Mr. Salomon was one of the first of the Hebrew race to come to America, and during that bitter conflict he gave over $400,000 at various times to Robert Morris; it was Mr. Salomon who saved our troops. He also was a great help to

Washington, Adams, and Jefferson when they were presidents.

Have we citizenship in this country? What about Steinblock, who discovered how to make use of the sun's rays for power and cure of the sick, and has given his ideas and plans to science, Clara Barton, Jacob Riis, and Thomas Edison. We could go on citing thousands of cases of service rendered in times of peace as well as times of war, all of whom were striving to make America a little better than they found it. America is in the heart of every man and woman.

America, like every other nation, has definite political boundaries. In a larger sense, however, the real America is in the hearts of those men and women whose title to citizenship rests not merely on their right to vote, but in their desire to maintain and to further those ideals of education, democracy and brotherhood which were the dream of the Pilgrims in the cabin of the Mayflower. Only as we live up to those ideals can we claim citizenship in the real America. The real America does not consist of office buildings or factories, of mines or cultivated farms. Many nations have all of these, and still they are not America. Education must give us an understanding of the larger citizenship, an appreciation of the obligation that always goes with opportunity. Some claim all the opportunities and refuse all the obligations.

To be a true member of this larger citizenship we must be willing to serve the common good and uphold education, democracy and brotherhood, the cornerstones on which America was founded. The only way to achieve this citizenship is to place *service above self.*

An Interview With "G. B. S."

By KATHERINE D. BLAKE
New York City

IT WAS almost like a miracle to find myself face to face and scarcely more than ten feet away from George Bernard Shaw listening to his half-playful, half serious answers to the questions of his youthful hearers at the Forum in the spacious parlors of the Students' International Union.

It was a delight to find that the rather sardonic face with which the cartoonists have made us familiar, bears no relation to the kindly, smiling face that we saw. Beyond the slightly upturned tufts of white hair in his eyebrows I could see no excuse for the Satanic caricatures.

The first question of youth was: "What do you mean by an intelligent woman?"

"A woman who is willing to spend fifteen shillings to read one of my books," smiled Mr. Shaw.

"What do you think of the revival of the Welsh, the Gaelic, the languages of the minorities?"

Mr. Shaw parried with: "You're an Englishman, are you not?" "No," blushed the lad, "I'm Welsh."

"Welsh is a very unecomonical language," was the reply, but he went on to say that a writer who had anything to say, wanted the largest audience possible, and advised all who were brought up with one of these "primitive languages" to learn one of the large languages.

Socialism, birth control and other subjects of which he has written at length were met with a smiling: "Read my books. I have written all I have to say about that." But he told how he had shocked an audience long ago by suggesting that we should breed human beings. We breed horses and dogs, yet we leave children to chance. But we know what we want when we breed animals; we breed for speed in a race horse, and for great strength in our heavy draught horses. We do not yet know what to aim for in human beings; and unless we accept the purely mechanistic theory, there is the question of the soul, could we breed souls?

All the international questions he either set aside with a quip or asked to be excused from answering. In response to the question on the international aspect of contemporaneous literature, he said:—

"There is no such thing as contemporaneous literature, it is a constantly flowing stream." He went on to say that since the war a number of women had written books that, had they been written by *men before the war,* would have been hailed as great. However, he deplored their pessimistic attitude, though he could understand how women had been disillusioned by the war and by present-day conditions. Nevertheless he did not believe in writing of that sort, and wound up with the aphoristic sentence: "If you can't encourage people, you better let them alone."

One boy asked: "Why do you write in colloquial English?" Mr. Shaw's "I don't" came quickly. "If you think that the man in the street talks as I make my characters talk, you are greatly mistaken." He went on to say that each one of us has his own style or rhythm. "I write in the Shaw rhythm, but it is entirely unconscious. I don't know that I have a particular rhythm until I try to quote from some one, say from my friend, H. G. Wells, then I find that I must painstakingly write down word by word, for my hand wants to write it in the Shaw rhythm."

Modernize Music Methods

By AROLD W. BROWN

Ypsilanti, Michigan

MUSIC has become fairly well established as a part of the regular school program in spite of the fact that considerable opposition has been offered to its inclusion and extension. Music teachers have not been wholly satisfied with their lot; they argue for a larger part of the school time and for increased appropriations. Perhaps the teachers of music may succeed in gaining ground with their arguments; time will tell the story.

Some of the leaders of the musical world have been greatly disturbed because boys and girls are not showing sufficient interest in the instrumental field. During the last year some of these leaders have made a concerted effort to popularize instrumental playing through summer camps and other avenues. It is certain that their efforts have stirred up no small amount of interest among pupils with musical inclinations, but no one can judge the lasting effects of their labors.

Schoolmen in various parts of the country have repeatedly raised the question: Can we justify the increasingly large expenditures for musical instruction in our schools when we realize that but a small portion of the pupils reach a stage of accomplishment which will permit membership in the school orchestra, band, stringed groups, quartette, etc.? They are not greatly concerned about expenditures for the teaching of vocal music in the elementary school, for they realize that this department calls for mass instruction. They are concerned about the expenditures which provide special training and demand special teachers for special groups which does not provide training for the rank and file of the pupils of the school. They wonder whether music funds are being used wisely and whether a more satisfactory distribution of funds could be made to provide greater advantages for all. Well do they recall the situation which they were obliged to face not long ago when they were severely criticised for spending school money for the perfection of a few school teams while the large majority of pupils were practically forced out of competitive activities which a few pupils of athletic ability enjoyed. In keeping with the ideals of American education these schoolmen undertook the task of making adjustments in the athletic program which would give greater advantages to all pupils even at the loss of prestige as a contender for high honors in inter-school contests. To what extent are educators encouraging the same unfortunate condition in the field of music instruction in their effort to produce bands, orchestras, etc., which will do honor to the school and encourage the community to support the general school program in a more liberal fashion? Whether such a condition prevails is a question which must be answered by individual schoolmen.

Parents are often encouraged to purchase instruments for their children so that the school may offer proper musical instruction which will look toward the formation of an orchestra or band. Ambitious parents who decide to purchase instruments often have the idea that when the pupil has learned to play the particular instrument he can come into the home and play right along with the piano from music books and popular sheet music around the house. Many of them look forward to the time when that pupil may play for guests in the home or for some special occasion while someone plays the piano accompaniment. What a surprise the pupil and the parents have in store for them if the chosen instrument happens to be a B-flat instrument, such as cornet, soprano saxophone, and tenor saxophone, or an A clarinet. Regardless of the promises which may have been held out to the parents and to the pupil to encourage the purchase of the instrument, the pupil cannot play from the song book and along with the piano without transposing the music. (Transposition while very difficult to master and quite easy to forget, as well as very seldom learned well enough to give satisfactory facility, does enable the pupil to play with the piano.) What a disappointment the pupil must suffer when he learns the truth! His dreams of playing with the piano during leisure time fade away, and he realizes that his instrument allows him to play with ease only in the band or orchestra, as the case may be, where special musical parts are furnished. Leisure time playing holds no joys for him where piano accompaniments do not carry special parts for his instrument. As soon as the pupil leaves the school musical organization he puts his unadaptable home-playing instrument aside and takes up some more promising pastime. Consider the number of cases within the experience of our readers in which a boy or girl has relegated the instrument to a safe place in a dusty corner of the house or to the third floor storeroom because of the difficulty of playing on the transpositional level. Sometimes the owner of the instrument will search out the instrument and blow a few notes only to put it down again in discouragement when the situation arises which demands playing the familiar tunes with the piano. Some pupils overcome this handicap by ear playing, but there is a limit to the

utility of such a method. Numerous illustrations of a similar character could be called to mind.

The force of the music teacher's argument that instrumental study will afford the pupil an opportunity to play with the home instruments is bound to be lost when the unadaptability of certain well-known instruments is generally appreciated. What encouragement do the players of instruments of this class have in the face of present conditions? To what extent does the study of such instruments contribute toward the proper use of leisure time, is a good question for schoolmen to ask themselves when laying out the budget. If the teaching of such instruments goes no farther than training for performance in a school musical organization, why not admit it and leave the leisure time playing argument out of it? In that case how can the superintendent of the school go to his school board for funds to carry on such training, or urge the school to purchase such unadaptable instruments, in the face of such conditions? It is about time that educators forced some changes in the music field which will provide for the type of training in instrumental work which will be of value throughout life in home and leisure time situations.

While it is true that most educators have not made a thorough study of musical instruction as it relates to instrumental work and to part-singing and other musical activities which embrace the learning of the duo-clef system of music notation, the time is not far distant when they may feel the necessity of learning more about some aspects of musical instruction. Music folks have had the field to themselves and have been fairly free from the penerating thrusts of the practical-minded educator who is seeking in all fields of instruction to make learning more efficient and teaching more effective. The educator has not questioned the methods of presenting musical instruction, the adaptability of band and orchestra instruments, the desirability of the present system of music notation, or any of the technical aspects of the subject, because he has felt that he is not prepared to pass judgment in such a highly specialized field.

The time is not far distant when the school man will know all he needs to know, regardless of his musical ability, about the efficiency of his music department in instructional work. There is now room for non-technical courses in colleges and universities, where schools of education are in operation, dealing with the psychology and pedagogy of musical instruction. Material is rapidly becoming available for courses of this type. As soon as this material is thrown into usable form our educational psychologists with musical ability and a knowledge of the musical field will hasten to subject certain aspects of this instruction to the acid test in an effort to decide whether these customary methods measure up to the standards of modern educational psychology and pedagogy as in other branches of instruction. Very little has been done to date in psychologizing this field of instruction outside of a few general devices which have been taken over by music teachers through observing classroom teachers of other subjects.

An effort has been made in all of the common branches to cut away all of the dead timber and to organize the respective subjects in such way that the greatest possible teaching and learning efficiency may be realized. While custom has dictated to educators that this or that process should be saved, modern investigators have unsentimentally proceeded to retain only that which could measure up to the standards of modern education. Fundamental bases have been scrutinized and in many cases replaced by others of greater value—all in the interest of boys and girls. Scientific investigation does not have any compunctions about uprooting practices or material of long standing.

What will happen when the educational psychologist recognizes that the present system of music notation embracing the treble and bass clefs is far from being psychologically organized? This group of specialists know that when identical elements are involved in learning, other conditions being equal, the learning product is greater. What will they say when they discover that the two clefs have no identical elements except in terms of shape of notes, lines, spaces, and certain other features? What will they say when they cannot justify the use of a bass clef which is so noted that the learning of the treble clef in the elementary school actually increases the difficulty of learning the bass clef notation? True it is, that custom has dictated the present organization of the bass clef with its dissimilar notation, but custom cannot continue to encourage the use of a notation system which flies into the face of the principles of modern educational psychology. Such a condition would not be tolerated in any other school subject.

What are some of the evils which the use of this system of notation has forced upon the schools? They are too numerous to mention; the enumeration of a few will suffice to point out the significance of the problem. The unadaptability of instruments referred to earlier in the article is wholly traceable to our present system of notation. The difficulty of mastering duo-clef playing instruments, such as the piano, organ, and harp, is very largely due to the dissimilarity of the notation of the clefs. The inability to do part-singing where the bass clef notation is involved together with the inevitable discouragement in trying to make adjustments from the treble clef reading to singing in the bass clef are very largely due to the form of the bass clef as it has come down to us from the past. The high per cent. of failure in instrumental study involving the treble and bass clefs is in part due to the unpsychological arrangement of the notation of the clefs. Sufficient

illustrations have been cited to prove the seriousness of the situation.

Undoubtedly the notation system is precisely the place where the house cleaning will have to begin if learning and teaching efficiency in these specialized departments is to be greatly increased. Unless educators seek to learn more about the actual conditions and force the issue upon music editors, who evidently are willing to let the problem rest, the present unpsychological system of music notation will remain with us for a long time. Educational psychology has brought parts of other instructional fields into clear perspective and has indirectly forced necessary changes; the field of music should be no exception to the rule. It would be interesting for some one in the educational field to calculate the tremendous loss in time to children and in money to communities which accrues in a single year from the use of the present system of music notation. The resulting figures would be so astounding that necessary changes would be undertaken over night. Almost every reader can look back upon his own experience and remember the confusion which resulted in trying to learn some of the fundamentals of duo-clef notation. A brief study frequently has led to the conviction that piano playing is not worth the trouble involved in learning the necessary notation. Consider the case of the boy or girl who patiently labors with the dissimilar notation of the clefs until success comes in reading and in playing music. What an effort successful playing entails! The sad part of it is that much of the effort could have been used to better advantage under the new system which is outlined below. Experience and study have shown that musical authorities cannot demonstrate the psychological utility of the present form of the duo-clef system. In the present system progress in mastering the bass clef is too slow and discouraging for practical purposes. Various estimates have been given concerning the time which it takes to master the bass clef notation after having had elementary school music; they range from two-thirds as long to twice as long as the treble clef; some say that the bass clef is rarely completely mastered under the present system. This condition may prove to be food for thought to all who do not understand the problem.

There is an easy way out of this problem which does not affect the melody or harmony of music. The law of learning which deals with the factors of identical elements has suggested a solution to the problem. The present system of notation is constructed in such fashion that identical elements are not involved in the learning of the notes of the clefs. For example, in the bass clef the note on the first line of the staff is G, while the note on the first line of the treble staff is E; the note on the fifth line of the bass staff is A, while the note

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on the fifth line of the treble staff is F; and so on for the remaining notes of the clefs between which there is always maintained a two-note disparity. It does not take a psychologist to discover the dissimilarity of notation in the clefs or to realize the confusion of mind which is bound to accompany the task of learning the notation of the clefs in their dissimilarity. It is clear by this time that the form of the present system of notation does not lend itself to the use of identical elements in learning; no opportunity is given in a learning situation to utilize the factors of reenforcement which contribute greatly to the increase of learning efficiency. How shall the bass clef be changed so that identical elements may be involved in learning to read the bass clef? Here is the answer: by converting the top line of the bass staff into a ledger line and calling the note on it A, as in the treble clef, thereby utilizing the next line below, the fourth line as a fifth line, calling the note on it F, as in the treble clef; by adding a line at the bottom of the staff, calling the note on it E, as in the treble clef, the bass staff has been adjusted so that the positions of the respective notes of the clefs become the same and may therefore be read alike. The note A appears in the bass clef where the note A appears in the treble clef, and so on with the remaining notes. By making this slight change in writing the notation of the bass clef the treble clef reader is automatically given facility in reading the bass clef without the necessity of additional study. What a pity pupils have not enjoyed this advantage before! Surely this change in the method of writing the notes of the bass clef with the attendant advantage of identical elements in learning would be welcomed by duo-clef reading pupils who labor along with the cumbersome system which we use in modern music.

Space does not permit the tracing of the history of the evolution of the clefs. It would be interesting to do so, but there is really no necessity of tracing them back to their beginnings; it is enough to know that they have managed to survive until the advent of educational psychology. Undoubtedly further study will be given to this suggestion by the experimental psychologists.

If this change were made in the bass clef practically all of the unnecessary problems of instrumentation would be solved for all time. C playing instruments would come into general use for all parts except alto parts and the whole matter of transpositional difficulty would be swept aside, and the conditions would be favorable for the rapid encouragement of leisure time playing. (By cutting away the alto and tenor clefs and substituting a new contralto clef, in which the C clef appears on the second line of the contralto staff all alto instruments in F would play with the C fingering formula as in the treble clef. The printed music would do for the F instruments what the players of these instruments have been forced to do in their heads with the attendant errors in reading and performance.) Instrumentation would then be in C and F, as it should be according to a very reliable and recent study in acoustics. The pupil who wishes to take up piano study would gain mastery of the treble clef in the elementary school and consequently would need to learn only the keyboard and the manipulation of the keys; he would already have a reading knowledge of the bass clef because the treble clef and the new bass clef read alike. He would need to learn the notes on the ledger lines above and below the clefs. What a burden the new system would take off the shoulders of the pupil interested in learning the piano! Part-singing would be quite as easy as ordinary singing in the treble clef, because the pupil with his changed adolescent voice would sing in the new bass clef with facility equal to that in the treble clef. Other advantages too numerous to mention in a brief compass could be counted for the new notation system.

Herein lies the possibility of psychologizing our present music notation and of solving problems in musical instruction which have grown up because of the dissimilarity of the clefs. To be sure some inconveniences may be suffered in swinging over to the use of the new system in all musical literature. These inconveniences will take an insignificant place along side of the great benefits of a psychological notation system which is much needed in music instruction. Much of the trouble which has been referred to above is undeniably traceable to the weaknesses of the present system. Unless the music leaders are forced into preparing music for the schools which will have the advantages of the psychological and more learnable system it is doubtful whether much progress will be realized in the near future.

If a change comes in this department it probably will come through the instrumentality of the educator. With the increasing responsibility to give all children the benefits of general and special musical instruction in the schools, the necessity for making a change in the system of musical notation becomes more urgent. The great mortality, most of which seems unnecessary in the light of recent experimental work, should be reduced in fairness to parents and to children who have a right to look to the schools for efficient training in music.

The system of music notation outlined above has been favorably passed upon by prominent musicians, but the general comment is to the effect that "the old system is good enough." They admit that many pupils fail in music because they are unable to master the unpsychological bass clef notation, but feel that these youngsters should be "passed up" regardless of the fact that they may possess reasonable musical ability. There is a tendency to encourage that type of pupil who may

prove to be very promising material. Take away the difficulties of the bass clef notation and see what happens. Educators are to have a surprise if this condition ever prevails, the mortality rate will be greatly diminished to the satisfaction of pupils, parents, and schools. This is a challenge to educators everywhere. Efficiency in musical instruction cannot be increased unless some change is brought about in the system of music notation; the present unsatisfactory condition will continue to exist and the great waste of time and energy will go on.

A study of the actual conditions in communities will prove the truth of these criticisms. They cannot be hidden away much longer, however hard the music folks may try to do so. The discouragements and the injustices of using such an antiquated system of writing music in the present form in the bass clef will soon be common knowledge among school executives and supervisors. Educators demand efficiency in all departments of instruction and will work toward the end of developing a system of music notation which will utilize identical elements in learning. Probably no other change except that outlined in this article would solve the problem or be feasible at this time. Educators everywhere are invited to study the merits of the suggested notation. Certainly the time is at hand for making the necessary change after years of inefficient learning. Through the use of the new bass clef children would come joyfully into their rightful musical heritage. The school owes the largest possible opportunity for efficient musical study to every boy or girl who can profit by that instruction. Surely the use of the new bass clef in all musical literature would come nearer to achieving the ideals of modern education in a democracy.

The Value of Examinations

By I. I. CAMMACK

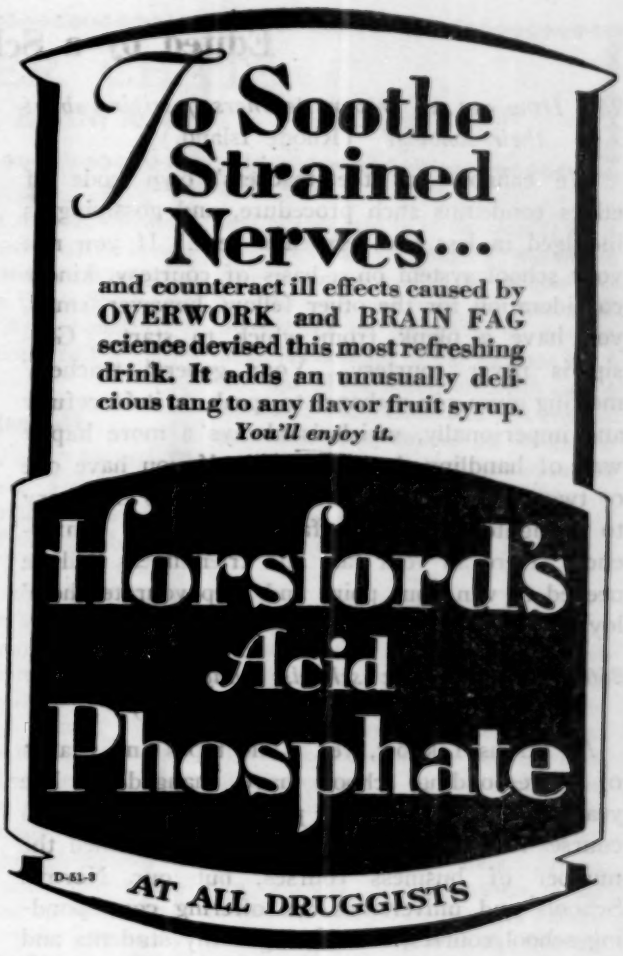
Superintendent Emeritus, Kansas City, Missouri

IN my judgment the value of examinations depends upon a number of factors each of which must be such as to make the examinations pertinent to the situation.

In the first place, and perhaps chiefly, the value of the examination depends upon its kind—whether or not it makes a real contribution in furthering the individual educational needs of the person examined. If it is merely to enable the teacher to check up on the facts remembered by the pupil, it has little or no place. If it stimulates, if it leads to better understanding of the subjects in which the examination is held, if it broadens and strengthens the work of the student, then it may be of much value.

A second factor is whether or not the examination as such has the proper relation to what the student has been given or to what he should have done so as to enable him to see that it is a logical proceeding in his interest.

In the third place, I think that an examination is valuable in keeping before the student the reasons concerning certain things which he is undertaking as a part of his educational career. Perhaps checks or testing is a better word to use than examination. The very word examination carries too much fear into the mind of the student and has been so overworked and overdone as to make it useless under the formal manner and methods under which it has been conducted.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THE Dairymen's League, Co-operative Association, Inc., 11 West Forty-second street, New York, has a "Health Education Service" which issues many pamphlets and booklets promoting the use of milk by interesting children in the use of milk in health promotion of babies, little children, and school boys and girls. Two of their best writers are Bertha Johnston and Frances Jenkins Olcott.

It is a rare week this season when no college receives a gift or bequest of from fifty thousand to a million dollars.

School Problems

Edited by a School Executive

255. How can we prevent teachers gossiping about their schools? (Rhode Island.)

We cannot, but the teachers' own code of ethics condemns such procedure, and gossiping is indulged in less and less each year. If you run your school system on a basis of courtesy, kindly consideration for the other fellow, however small, you have a plank from which to start. Gossip is never courtesy. Your general teachers' meeting gives you a chance to speak on it forcefully and impersonally, which is always a more happy way of handling the matter, but if you have one or two serious offenders it is sometimes necessary to straighten out the affair in personal conference. Here all your tact and friendliness will be needed to win your point and keep your teachers' loyalty.

256. Are the public schools doing right by the corresponding schools? (Illinois.)

As far as I know, yes. The types and grades of corresponding schools have changed of late years, but they are still popular. The business courses in our high schools may have lessened the number of business courses, but our Normal Schools and universities are offering corresponding school courses, and having many students and much success. The courses offered by our colleges and universities have greatly increased in kinds and quality, and are most worth while. Many of our young people get an education this way who would have no other chance, and I know many public school systems who advertise such opportunities constantly in the hope that boys and girls graduating from their high schools, and unable to go further, will take advantage of them.

257. What constitutes "daily reading from the Bible without written note or oral comment"? (Mass.)

Just what it says, I suppose. It means a verbal repetition from the Bible without written or spoken comment. It does not of necessity mean you have to read consecutive verses. You can leave out what your pupils cannot understand if you choose. Many of these verbatim Bible story books are made up in this way. Repeating a psalm is, of course, reading from the Bible. For a book is content, not binding. However, reciting of the twenty-fourth Psalm by the class two hundred or one hundred mornings a year was never the intent of the makers of the above law, and while it may cover it in letter, and even there I doubt it, it certainly does not cover it in spirit. I hold no brief for reading or not reading the Bible in the public schools, but if you have a state law or regulation such as the one quoted, then repeating the same passage over and over every morning does not fill the requirement. "Oral comment" has no bearing on expression, and passages should be read with all possible beauty of sound and comprehension. The readings should be selected according to the child's power of understanding, and difficult descriptions left out if necessary. The time of the year should have some bearing on the selection, such as Christmas time, and such passages as those telling the Christmas story will bear reading several days, particularly if the story is taken from different gospels.

The morning Bible reading needs preparation on the part of the teacher, as does any other part of the day's work, and here is where many slip. It is a last minute choice, and unprepared.

258. What do you think of a Junior College in a high school building? (Michigan.)

A very large high school building may carry such an arrangement with some success, and is often a good way to get your junior college started. Once started and popularized, new buildings are more easily obtained. If you really feel you need a junior college it is worth trying. The same arguments for a junior college, such as home life for the youth while he is between sixteen and eighteen, and the economic saving which means more students get these two years of college life, still hold good whether you have a building apart or not. A separate unit has many advantages, of course, such as stimulating interest and enthusiasm and permitting of activities particularly fitted to college life. The faculty in such a college is always a problem. Borrowing a part-time faculty from the state university is a way out at times. Each local situation simply has to be studied as a special case and its needs met.

259. Do you believe in the school department furnishing teachers books on devices? (Oregon.)

As a rule, no. If a teacher finds a book of devices that really meets her needs, and which she will use, she will buy it and treasure its suggestions. Many of our magazines have up-to-date devices which teachers can try out. Most of our devices should grow out of the regular school work and procedure. The modern reading systems furnish their own seat work, and projects coming from the child's own interest furnish all kinds of opportunities for hand work. The teacher's ingenuity needs to work and create devices to fit her immediate needs. Books on devices are most suggestive, but are not to be used in any blanket fashion.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Clay Men—I

(Interpreting the Beautiful in the Spirit of the American Indian.)

Assimoku, the great warrior, sat in sad silence in his teepee. His brother Assitan sat opposite. Between the two curled up a slow purple wisp of smoke which divided and went round the heads of both warriors before it disappeared through the hole in the teepee roof where the stout poles leaned, one against the other, to support the walls.

"Brother," said Assimoku, "this is a grievous thing that has come upon us. Of all our people you and I alone are living. Why the black sickness has spared us is only for the Great Spirit to understand. Would that it had come upon me that I should have died and been spared this dreadful hour." "It is as you say," said Assitan with a heavy sigh, "and yet many would have died because of our own rivalry. Were we not sharpening our knives for war on each other when the sickness came?" "It is a judgment on us," said Assimoku. "But why have we, two, been spared when, of all our tribes, we were most guilty of destroying the peace of the Great Spirit?"

As Assimoku finished the pale wisp of smoke that floated upward between the two formed itself into a warrior's head. An eagle's plume floated off from over the dark brow; the eyes were as stars that shine gently in the face of the full moon; the lips were strong and beautiful as though accustomed to command only happy and desirable things. "Listen," said a voice out of the beautiful lips. "Harken to the words of the Great Spirit!" Assimoku and Assitan looked up and both would have sprung to their feet and fled had not their legs lost all power to move under them.

Assimoku groaned and bowed his head and beat his breast slowly with his right hand, but Assitan looked fiercely at the head within the smoke as a hawk looks at an eagle that descends out of the blue sky to seize its young. "It is not without purpose that the Great Spirit has sent the hand of the black sickness to slay your brethren. There was wickedness among you worse than any plague and the spirits of men were withering away and the spirits of the children had no good oil to nourish them. Now all that is past. This says the Great Spirit to you two. 'A new race give unto them as each shall will it. Let them be founders of a new order of men.' Let Assitan, therefore, speak first. His words shall be accomplished even as he wishes. What manner of man shall the Great Spirit raise up to serve him?" Assitan smiled.

(To be Continued.)

Clay Men—II

"You have spoken well," he said. "I thank the Great Spirit. I shall offer a sacrifice of seven buffalo calves before the sun has set." "Think deeply," said the beautiful lips. "Even as you decree so shall it be done to you." There was craft in the eyes of Assitan as he answered. "In the days of the living men, I failed in my purposes because of the many different wills that rose up against my own. No counsel gave I over the pipe of peace but someone rose up to answer it. Therefore, division came and cleaved the tribe into many parts; with division weakness, and with weakness starvation through the loss of our rich hunting grounds; now in the race that I am to raise up let there be but one will and let that will be my own." "So be it," said the voice. "Depart, therefore, and at the bend of the great river, you shall find your tribe,—the race of the Clay men—awaiting your commands." When Assitan had gone, the voice spoke to Assimoku. "It is now your turn," it said. "Think deeply and may you create better than your brother." Assimoku bowed his head. "Tell the Great Spirit this," he said. "All my life I have striven to do His will. I have sought his commands on the mountains and listened for them in the waters running under ground; I have looked for signs among the river reeds and up in the clouds in the far sky; I have listened when the goose honked in the clear cold dawn of an autumn day. I have listened in vain. No word has come to me. Now you speak, and through you the Great Spirit. Tell me, therefore, what is best for me to do?" "Assimoku," said the voice, "the Great Spirit cannot guide you in this way. To do so would be to take up the burden of each human life. You are free. You have no master but yourself. It is for you to seek in yourself and not in the Great Spirit for the words of counsel that you need." "I understand," said Assimoku. "Let, therefore, a race come into being of this order: Let it be free as the wind that worries the humble weed on the broad prairies; let it be strong as a maple sapling whose roots are in the water and whose head is in the clouds; let it be swift as the eagle's downward plunge; and yet, let it be proudly and fiercely free, each man the master of himself and yet servant to all the rest in all his dealings of our common life." The lips of the beautiful mouth smiled and said: "Be it done unto you even as you wish. Rise up and go, where the mountain sits upon its knees upon the plain you will find your tribe,—the men of the free spirit,—awaiting you."

(To be Continued.)

Clay Men—III

When Assitan came to the bend of the great river he paused on a high hill to see this wonder that had come to him. Below lay a vast encampment with smoke rising slowly out of a hundred teepee tops. Children played in the sun; and squaws sat before the leathern doors grinding corn or sewing leather into articles of dress. Strong men lounged here and there or sat fashioning arrows, lashing the sharp flints into slim reeds with the thin intestines of the deer. As Assitan came among them all rose and looked at him, then fell on their faces in the dust and hid their eyes waiting for him to speak. "Arise," said Assitan. "Back to your tasks. This day we march a day's journey into the setting sun."

Assimoku came upon his tribe just as day broke. The smoke of a hundred fires greeted him also. He smiled at the sight of the sturdy children who played with the dogs in and out of the teepee doors. Beautiful squaws rose as he passed and smiled at him and great muscled warriors gathered about him, looking keenly into his face as though passing judgment on his powers. "Hail, brothers," said Assimoku. "Let us sit down together by the council fires and take thought together as to the future of this tribe." "We hear you," said one of the warriors, stepping forward, "but we take counsel with no man unless he prove himself our equal or superior. What claim have you to counsel us?"

Assimoku looked at the man long and searchingly, then he said: "Set the terms yourself. Whether it be drawing the bow or wrestling I shall overcome the mightiest one among you." "Let it be drawing the bow," said the warrior. "Be it so," answered Assimoku as he strung his bow and fitted a slim arrow. At the beckon of the warrior a youth appeared. His dark eyes flashed as he, too, fitted an arrow and balanced him-

self upon the soles of his feet. "Strike yonder tree," said Assimoku. The youth laughed and drew the string carelessly and released it, but so true was his aim that the arrow quivered in the exact centre of the trunk. Almost before it had ceased to vibrate the arrow of Assimoku had followed and split it into two equal parts. The youth looked sideways at the chief. The smile faded from his face.

(To be Continued.)

Clay Men—IV

"Now," said Assimoku, "bring down one of those swift swallows that dart above our heads." The youth drew his bow until it curved double and waited. When the string twanged the arrow pierced the little bird, but before arrow and bird could touch the earth, the shaft of Assimoku had again split the arrow of the other into two equal parts. "You are mightier than I," said the youth as he threw down his bow upon the ground. "Lest anyone doubt it," said Assomoku, "I shall bring down yon eagle from the edge of the silvery cloud to be a witness to my skill." As he spoke Assimoku bent his bow, the string whirred like a lashing whip and the arrow sped faster than the eye could follow. The eagle faltered in its far flight, then fell with wildly flapping wings into the midst of the warriors. When, at last, Assimoku had won the chieftainship of his tribe, word came to him of the advance of a great host from the South. "It is Assitan," he said. "He comes to enslave me and all mine." Then Assimoku called his chief men together and said: "Assitan comes. There is but one will in his tribe and that is his. Among us there are many wills, all equally strong. How shall many wills prevail against one will governing the many?" As no man could answer Assimoku went on. "Assitan will crush us like I crush this flower." "We shall at least die like brave men," said a warrior. "Better that than to surrender to any other the freedom of the will that is in us." Assimoku smiled sadly. "So says the fool," he answered. "So says the one lacking in understanding. Listen to the words I speak to you. You are both animals and man. Since you are animals you must defeat the world about you, that you may live. You can defeat the world about you by fusing all your earthly powers into one man, as it were; obeying one voice and acting under one will. Since you are men you can remain free in all the things that become a man; your thoughts and desires need never feel the restraint of an outside power." Those about Assimoku understood none of these words but murmured against him, saying: "He wishes to enslave us for his own good." The next morning the warriors of Assitan descended on the warriors of Assimoku and, because of their blind obedience to the will of their ruler, won the victory and possessed themselves of lands and herds and horses and all other valuable things.

(To be Continued.)

Clay Men—V

Among the prisoners stood Assimoku, himself. "Brother," said Assitan, "You now see the wisdom of my choice. Where there is no will but that of the master all things prosper. Many minds lead but to disaster." "I am not convinced of that," said Assimoku. "It is true that you have won this day's battle but how about the day to come when, perchance, your will may not be enough to meet the combined wills of your enemies?" Assitan laughed. "I do not worry about the morrow," he said, "when today has been kind to me." In the dark of the moonless night Assimoku escaped. A moon's journey away he found the remnants of his tribe. "Brothers," he said to them, "You have seen the evils that come on those who cannot work peacefully together. Assitan is powerful because his will is strong and his mind is keen. How much more powerful would you be if, merging all your wills in one, you served faithfully the interests of your tribe." "Assimoku," said one of the young warriors, "your words are those of wisdom. Under your will we shall face the race of the clay men once more;—perchance this time we shall be victorious."

Now it happened that, on the night before the battle, Assitan and Assimoku went forth, each from his own camp, to spy upon the other. On the brow of a high hill, with the stars to witness, they came face to face and knew each other. "Assitan," said Assimoku, "we have come here driven by the will of the Great Spirit. Here we must battle until one or the other falls so that he who wins may rule in peace over a united people." "It is right that it should be so," said Assitan. Then began a struggle that shook the earth like a vast volcano. The night became full of the rushing of strong feet as though the buffalo thundered by with the forked lightning lashing it from behind. A vast wind ravaged the earth under the threshing of the mighty arms. Trees fell within far forests; rocks hurtled in mid air and a dust went up that drew a veil over the eyes of the very stars. At last, just as dawn crimsoned the east, Assimoku slew Assitan and hurled him far down into the bed of a wild river where he lay broken into a thousand rocky bits. Then appeared Assimoku on the crest of the hill out of the dust of battle as it rolled away. Beckoning with his arms he called the races before him from the two winds, but behold the race of the clay men had vanished in the morning mists forever. Thus did it come about that the spirit of the Indian during the long years to follow was one of freedom in which each man followed his own will save as he surrendered it over the council fire to his chosen leaders for the common good of all.

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EDUCATION IN ACTION

Florida Importing School Principals

Florida is importing its high school principals, M. R. Hinson, state supervisor of high schools, says in a report filed at the State Department of Public Instruction. In a table showing where the state's high school principals began their teaching career, Mr. Hinson shows that twenty-nine states and one foreign country are represented. Of 258 principals, 119, or 46.1 per cent., began their teaching careers in Florida, and 139, or 55.9 per cent., did their first teaching outside the state.

Athletic Training Given School Girls

Athletic training after school hours was given to more than 80,000 elementary school girls of New York City last year as part of the program of the Public Schools Athletic League, girls' branch. About 25,000 elementary school children participated in park fetes held by the league. Among high-school girls field hockey was the most popular activity, and during the year twenty-four hockey fields were used by 3,000 girls who reported each week for practice.

Girls at 7 Excel Boys

An inquiry was carried out last year in London into the question of the relative ability of boys and girls at the age of seven. The results of the test were made known at a recent meeting of the London Head Teachers' Association by Miss F. A. Wood. The tests were spread over a number of schools and the number of children tested was: Boys, 747; girls, 790. In every subject the girls were found to be in advance of the boys; but this superiority, Miss Wood said, existed only while the children are young. Later on in the school the position was reversed. The average percentage of marks for reading was 77.3 for boys and 84.9 for girls. In arithmetic the average percentages were: Boys, 61.6; girls, 67.2.

Moslem University Turns to Modernism

The ancient Islamic university of El Azhar in Cairo, the greatest in all the East, where the 14,000 students pay no fees and the professors get no pay, is to be modernized. Not with football teams, cheer leaders and campus flappers, but by raising the standard of education and providing schools organized on modern lines for the thousands of students who gather from all the Mahometan world. Instead of 14,000 students as at present, the number will be limited to 5,000. Hitherto, old Azhar has been concerned chiefly with the teaching of the Koran. To meet the demand for better qualified judges in Moslem courts, various reforms have been attempted but from time to time abandoned. Now the objects of the university are to produce qualified teachers of Mahometan theology, Mahometan law and the Arabic language, and men who can be trained as judges and lawyers, also to provide missionaries for Mahometan countries.

Woman Teacher Ratio Gains in Century

The Pennsylvania State department of public instruction finds that in ninety years the proportion of men on teaching staffs throughout the state has shrunk from seventy per cent. to twenty per cent. The decline has been steady except after the Civil War and the late war, when the men recovered temporarily with the advent of peace part of the ground they had lost while at the front.

Curbing Teachers A National Orgy

The teacher who smokes cigarettes will not be granted a certificate in the State of Tennessee; the dancing school ma'am will not be tolerated in some parts of Mississippi; while in other regions of the country the School Board is the fashion dictator for its teachers and failure to read the Bible in school is a statutory cause for dismissal. Finally, if the distracted woman teacher marries, this is "an agreed ground for termination of the contract" in many states. These are only a few of the restrictions on American school teachers revealed in a survey of teachers' contracts and state and local rules in approximately 500 school systems in forty-six states. The survey was made by Dr. Earl William Anderson, working under Dr. N. L. Englehardt, professor of education at Teachers College, Columbia University. Dr. Anderson examined contracts signed by teachers and superintendents in more than 400 communities, regulations of Boards of Education, rules of state educational agencies and laws by State Legislatures. Conditions in cities of all sizes, beginning with a population of 2,500, and from all states except Nevada and Wyoming, are represented in the report. Included in the findings are regulations which make the famous Anti-Evolution Law seem tame. It is revealed that the restrictions on public school officials over the nation are so many and so varied and detailed that it is practically impossible to define the exact status of a modern school teacher. In one community a teacher's restrictions may be very light, but on moving to another community this same teacher may be obliged to do everything from selling school texts to "co-operation with every agency that conscientiously strives to better the community." Here are a few of the odd restrictions found by Dr. Anderson. Water Valley, Miss., grapples the teacher-dance problem by the horns with the following provision in its teacher's contract: "No teacher is expected to attend dances at home or away while in the employ of this School Board." Various communities provide for the teacher's assistance in the sale of textbooks to pupils, while those in Beaumont, Tex., must agree to purchase and read at least one educational book during the year. In other communities the teacher is required to visit the home of every pupil at least once. Contracts from eighteen states give marriage of women teachers as an agreed ground of termination of the contract, and of the cities under 20,000, one-fourth reported that a contract could be voided if a woman teacher marries during the year. The Tennessee statute expressly says: "Under no circumstances shall certificates be granted to persons addicted to the use of intoxicants, opiates or cigarettes." Among the various causes listed for dismissal in different parts of the country are "treasonable or seditious acts or words; failure to teach effects of alcohol and narcotics; failure to attend teachers' institute; the wearing of religious garb while teaching; failure to read Bible in school."

O'Shea to Alter Home-Work System

Home-work reform, affecting 1,000,000 New York City school children, is in sight. Dr. William J. O'Shea, superintendent of schools, recently declared he was planning to reorganize home-work methods and put them on an entirely new basis. The superintendent is waiting for a report of the District Superintendents' Association, which has been investigating the problem for about a month. Dr. O'Shea's own plan, although not yet formulated fully, calls for the assigning of home work to the higher grades in the elementary schools. But the assignments would be limited to an hour and a half

a day. The superintendent's belief is that the lower grades ought not to have regular, substantial home work, but that occasional small assignments might be given. In the case of the youngest children in school, it is designed to eliminate burdensome home tasks, a nightmare to most youngsters, and to assign a little school work for completion outside of the classroom now and then.

Student Grading Plan Criticised

Education has outgrown the practice of grading students' work, Dr. Henry C. Morrison of the University of Chicago told educators at the West Coast Conference on Progressive Education, held in San Diego, Calif., recently. The chief objective of ninety-three per cent. of the pupils now under the old system is to "get by" with the grade of C; giving the least possible amount of work and effort necessary to pass, Dr. Morrison said. To replace grades, Dr. Morrison would allow students to pass on to higher studies as soon as one is mastered, regardless of age, school classes or attainments in other branches of instruction.

Near East Colleges Get $1,000,000 Offer

Edward S. Harkness has offered $1,000,000 toward the endowment fund for Robert College, American University of Beirut, Constantinople Women's College, International College of Smyrna, American College of Sofia and Athens College, Greece, according to an announcement made by the Near East College Association. The gift is a personal tribute to the late Cleveland H. Dodge, who started the $15,000,000 endowment campaign and is conditional upon completion of the fund by July 1. A total of $2,500,000 is still to be raised. More than 13,000 contributions have been received from graduates and friends of the colleges throughout the world, it was announced.

British Schoolmasters Ask For Fair Play

"Teaching boys and the youth of the nation is a man's work," declared C. B. Dodd, head of the National Association of Schoolmasters of England in his presidential address at the annual conference at Leicester. "If it is man's work in the public schools why not in elementary schools? If it is a man's work in Germany why not in England? The tradition that boys should be taught by men in public elementary schools is rapidly disappearing, and authorities apparently are indifferent and cold. He who says it matters not at all whether woman or man be employed as a teacher of boys who are on the threshold of life is talking in face of facts. It is postulated among fathers and mothers of working classes that their sons shall be taught by men. Are these to be ignored because as a class they are inarticulate? No other association can make a stand against this because all other associations are almost entirely female in their composition and the male voice is but a small minority. This association asks for fair play and a fair field for schoolmasters."

Three Tiered School for Eskimos

The strangest school ever built by the United States Bureau of Education is said to be planned for the Eskimos of King Island in Bering Strait, 125 miles from Nome, Alaska. For many years the natives, a few hundred in number, have kept the best site on the rocky and storm-swept island for a schoolhouse. They are now to get their school as the result of a Congressional appropriation. A unique engineering problem faces the Alaskan division of the Federal Bureau of Education in constructing a school building on the steep slope of the island, where the natives build their houses suspended from poles with but one edge of the edifice resting on the ground. These dwellings are constructed almost entirely of hides, with only the floors of wood, the roofs and walls being fas-

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tened to poles that reach above the roofs from the ground. The government has in mind for the new schoolhouse a structure of three terraces. On the lower level the pupils will be seated. On a second level, a few feet higher, will be the teacher's desk, and still higher on the hillside there will be a partition for the teacher's quarters. About thirty children will be able to start their education when the structure is finished. Owing to the severe winters the island is practically isolated. In the summer the natives move to the mainland near Nome, where they sell the winter's catch of furs and buy winter supplies.

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TREND OF THE TIMES

THE FARMER who once drove to market is being supplanted by a market which goes to the farmer, it is indicated in a study of the distribution of farm products which is under way in New York. Formerly farmers shipped commodities to central markets in the metropolitan centres where commission houses or brokers took charge of the wholesale distribution. Now large scale distributors collect the products at the farms and handle the entire distribution service, bringing the product direct to the consumer.

UTAH'S enactment of a drastic law prohibiting all bill-board and street car display of cigarette or tobacco advertising reflects the opposition of parents all over the Nation toward the intensive campaign of the tobacco companies to turn 25,000,000 boys and girls into habitual smokers, declares Mrs. Alice Hyatt Mather, of Chicago, secretary of the Boys' and Girls' Anti-Cigarette League.

DECLINE OF TOURISTS in France is causing alarm in that country. Blame is placed on two principal sources—the very aggressive propaganda in the United States by Germany, Italy and Spain to induce prospective travelers to go to those three countries and the capital which propagandists of those three nations have been making on the assertion that France assesses a de luxe tax against all foreign visitors. American observers, however, are inclined to explain the decline as due to the inevitable approach of French prices to general world levels.

THE GAINS made in the radio industry in the last few years have been an important factor in national consumption, according to a survey by the National Bureau of Economic Research. The figures show that in 1922 there were about 600,000 radio sets in use, the number increasing to 1,500,000 in 1923 and to 7,500,000 on January 1, 1929. Value of radio apparatus produced in 1914 was $800,000, in 1919 it jumped to $8,000,000, then in 1923 to $54,000,000 and in 1925 it reached $177,000,000.

DIAGNOSTICIAN must know at least diseases according to Dr. Francis W. Palfrey of the Harvard Medical School. Diagnosis is the foundation of the practice of medicine, he said. Everything that the physician can predict as to the future of the patient depends on the diagnosis. "Diagnosis by a physician means the turning of a searchlight of knowledge on the patient," Dr. Palfrey declared.

DIAMONDS valued at more than $4,000,000,000 are owned in the United States. The sum is more than one-fifth of the nation's outstanding public debt, and exceeds the combined issued capitalization of the United States Steel Corporation and the American Telephone & Telegraph Company. The per capita value of the country's holdings of diamonds is greater than that of any other nation.

FARM HOUSEWIFE travels from three to nine miles a day, mostly in the kitchen, according to tests made by the extension service of the University of Vermont and State Agricultural College. By rearranging and grouping kitchen equipment as suggested the distance was cut down from one-half to two-thirds. Average homemaker still spends fifty-one hours a week in housework, as compared to a forty-eight-hour week for industrial worker, and this in spite of modern improvements.

POPULATION of the United States is now increasing at the rate of about 1,400,000 persons a year, or about one person every twenty seconds, according to William M. Steuart, director of the census bureau. By 1930 the population will be more than thirty times as great as it was in 1790 and nearly twice what it was in 1890, or only forty years ago, he said.

PANAMA CANAL, that short cut to Cathay which Columbus, Balboa, Magellan and other early explorers sought but failed to find—because it was not there—is now exceeding the vision which those pioneers had of it as a channel for wealth between Europe and the Orient, by providing a way for a far greater commerce between Europe and the Pacific coast of America. Comparative totals of both east and west-bound trade between Canada and Europe through the canal show a gain of 2,215,000 tons from 1924 to 1928; and similarly between the United States and Europe, a gain of 685,000 tons.

CITYWARD migrations in America are now largely offset by those to the country. Although 1,978,000 persons left the farm for the town last year, 1,374,000 quit the town for the farm.

The BOOK TABLE

BETTY JUNE AND HER FRIENDS. By Lena B. Ellingwood. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

There is nothing more interesting in the schoolbook world today than the rivalry of authors, artists and publishers in making books with almost the same name, with the same plan, different only in the genius of author and artist and expenditure of publishers.

"Betty June and Her Friends" and their experiences with animals has a companion book as near like this as two peas in a pod, and each has the most beautiful illustrations imaginable and no school can decently use one without the other. Indeed, we like each better because of the rivalry.

THE CLASSICS: THEIR HISTORY AND PRESENT STATUS IN EDUCATION. A Symposium of Lectures Delivered in 1928. Edited by Felix M. Kirsch, with an Introduction by Roy J. Deferrari, Ph.D. Cloth. 278 pages. Milwaukee: The Bruce Publishing Company.

This is the only presentation of significance of the classics historically and religiously in their relation to present tendencies. While primarily intended for those who are interested in the tendency to neglect Greek in theological studies it is of high value in its treatment of the importance of retaining Latin, especially in non-church schools, as the only standard of perfection in grammar and style available in state schools. It is wholesome reading for all teachers in this age of intensely practical leadership.

MODERN ALGEBRA. First Course, Raleigh Schorling, University of Michigan, and John R. Clark, Lincoln School, Teachers College, Columbia University. Cloth. 389 pages.

MODERN ALGEBRA. Raleigh Schorling, John R. Clark and Selma A. Lindell, University of Michigan. Cloth. 464 pages. Yonkers-on-Hudson, N. Y., 2126 Prairie avenue, Chicago, Boston, Atlanta, Dallas, San Francisco, Portland and Manila: World Book Company.

It is as important that high school students know why and how to think in modern algebra as that a film artist appreciate the difference between having the voice try to match the moving film and having the voice and film create one another.

A saleswoman is now required to take lessons in poise because her selling power is vastly more effective when she knows that she is at ease from the present appreciation of poise.

Modern algebra is used in so many ways that no one can read or talk intelligently on non-mathematical subjects who does not know the phrasing used in modern algebra.

Since the publication of Schorling and Clark's "Modern Algebra" in 1924 there have been changes of all kinds along all lines of mathematical expression and these two books—Modern Algebra First Course, and Second Course—are prepared so that students can take what is new to them without studying what was new to them when other new books were used. We have rarely seen any book on a traditional subject that has as skilfully modernized algebra as is done in these two Modern Algebras.

FAR-AWAY HILLS, TREASURE TRAILS. By Wilhelmina Harper, Bakersfield, California, and Aymer Joy Hamilton, University of California. Illustrated by Maud and Miska Petersham. New York: The Macmillan Company.

This book has been left unreviewed for several months because the title, "Far-Away Hills," gave no hint of the wealth of charming stories which the authors consider highly interesting for children. There are thirty stories which the authors have culled from as many really famous books written by American writers.

WIDE AWAKE JUNIOR. An Easy Primer. By Clara Murray. The New Wide Awake Readers. Boston: Little, Brown and Company.

This is Clara Murray's fifth Wide Awake book for little people's reading, and this is a Junior Primer, a very easy book for young beginners. Her theory is the most interesting use of a few words. In this book 207 words produce more than 8,000 words of reading, which means about four hundred readings of each word, and yet there is no senseless repetition of any word. There is no "Little Red Hen" scheme to keep a word a-going.

And there is no one-syllable nonsense. There are a good proportion of action words like swim, build, sweep, march, skate, coast, wash, iron, rake, catch, walk, ride, etc.

There are a good proportion of long words like carriage, squirrel, basket, cherries, buttercups, bicycle, birthday, strawberries, elephant, blueberries, etc.

The 207 words are skilfully selected to make the creation of 8,000 words of interesting reading for the youngest children possible.

ESSENTIALS OF CIVILIZATION. A Study in Social Values. By Thomas Jesse Jones. Cloth. 267 pages. New York: Henry Holt and Company.

Here is an interesting and important book because it is along the lines that Michael Pupin might have written. The author's experience has tallied closely along the lines which made Pupin one of the most famous writers of the times.

It is an interesting book and places emphasis upon education as the main factor in the creation and stabilizing of civilization. The author speaks frankly of the relative importance of elementary and secondary education, but the chief value of the book is the arrangement of facts and figures that have been developed in the various efforts to promote civilization.

THE BOLENIUS FOURTH READER. (Revised.) By Emma Miller Bolenius. Illustrated by Mabel B. Hill and Edith F. Butler. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

There is always a special reason why any series of schoolbooks, especially reading books, has such a fabulous success as "The Bolenius Readers" have had. We heard Miss Bolenius at teachers' institute in Pennsylvania before any publisher was interested in publishing her "Readers." We were greatly interested in her talks on getting results in the lives of children from their school reading. There was a personal flavor in the spirit of her talks that was quite unusual. There was a difference of opinion, as there always is when any one has a captivating way of advocating anything new, for the public schools. We championed Miss Bolenius and her vision on the ground that it had a personality rather than mere individuality, and the Revised Series magnifies her professional personality even more effectively than her original thought.

Books Received

"General Zoology." By Henry R. Lindville, Henry A. Kelley, Harley Van Cleave.—"Evolution and Man." By Hervey W. Shimer.—"The Climbing Twins." By Bertha Clark. Boston, Mass.: Ginn and Company.

"Orleans Geometry Prognosis Test." By J. B. Orleans and J. S. Orleans.—"Bruce Civics Test." By W. H. Burton and V. N. Burton. Yonkers, New York: World Book Company.

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Mrs. Overweight—"Thank you so much, doctor, but do I take this before or after meals?"

That's Different

Effie —"Why hasn't daddy much hair?"

Mother—"Because he thinks a lot, darling."

Effie (pause)—"But why have you got such a lot, mummie?"

Mother—"Eat your breakfast, dear!"

He Runs His Business

A wholesaler had had a lot of trouble in getting a certain retail client to pay his bills—not to pay them promptly, but to pay them at all. Finally, losing patience, he wrote the merchant in question a rather threatening letter and in reply received the following communication:—

"Dear Sir—What do you mean by sending me a letter like the one you wrote on the tenth inst.? I know how to run my business.

"Every month I place all my bills in a basket, and then figure out how much money I have to pay on my accounts. Next I blindfold my bookkeeper and have her draw as many bills out of the basket as I have money to pay for.

"If you don't like my way of doing things, I won't even put your bills in the basket."

Didn't Have a Car, That's Why

"I wonder why he's a bachelor."

"Oh, poor fellow, he didn't have a car when he was young."

Boyhood Ambition Realized

She—"Have any of your boyhood ambitions been realized?"

Old Man—"Yes, when my mother used to cut my hair I often wished I might be bald-headed."

Esthetic

A gentleman, carrying a bag of eggs, slipped on an icy pavement. Upon recovering from this embarrassing situation he gave vent to his suppressed emotions by a flow of the original language of man. "Why do you use such useless swear words?" inquired a passing clergyman. "Because, my reverend sir, there are some things which appeal to one's esthetic sensibilities for certain inherent qualities, entirely separate and aside from their usefulness."

Lunch by Logic

Grace, who is dieting (to Jane) — "Dear! Dear! Was I going up the street or down, when I met you?"

Jane—"Why—er—up the street!"

Grace—"Ah! Then I've had my luncheon."

By the Book

"How is it your wife is dressed so well and you are so shabby?"

"My wife dresses according to the fashion books and I according to the checkbook."

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An Ohio Educational Conference

By EARL W. ANDERSON

"Evaluating education" was the keynote of the three-day meeting conducted by the College of Education at the Ohio State University in connection with the annual Ohio State Educational Conference held at Columbus April 4, 5, 6. Each year the attendance materially increases. Last year's gain of 335 pushed the number who took part in the three general and thirty-eight sectional meetings to more than 4,800. Since 1923 the attendance has practically doubled.

To extend the "conference" idea, allowing group interests to have even wider consideration, Friday and Saturday forenoons and Friday afternoon were given over to sectional group meetings. General sessions were held Thursday and Friday nights only. The customary Saturday morning general session gave way to sectional meetings.

Groups admitted to the Conference for the first time were represented this year by sections concerned with adult education, higher education, and attendance supervisors, school nurses and visiting teachers. In addition to the three new groups mentioned, one or more sectional meetings was given to problems of groups interested in biological science, city superintendents, clinical psychology, commercial education, county superintendents, educational and intelligence tests, elementary principals, elementary teachers, English, geography, high-school principals, history, home economics, industrial and vocational education, journalism, junior high-school principals, kindergarten and primary teachers, Latin, mathematics, modern language, music, non-biological science, parent-teacher association, physical education, religious education, school business officials, school librarians, special education, teacher training, and village and consolidated school superintendents.

"Flapper Voters" Prepare

In a training school for "flapper voters" formed by a group of their own number, many hundreds of London's girl clerks and typists are nightly preparing for their first trek to the polls in the coming general election. As soon as the shops and offices close they hurry to the Buckersbury headquarters of the Junior Women's Branch of the City of London Conservative Association, where a complete curriculum of practical politics has been mapped out for them. There is no entrance fee and the sole qualifications necessary are that the student must be under thirty years of age and more than twenty-one.

Notable members of Parliament, political workers and other men and women in the public eye address the formal meetings.

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